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AUTHOR Broadbent, William A.
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ABSTRACT

During the spring semester of 1975, Leeward Community College conducted an investigation of student class schedule changes. A survey instrument was designed, and its completion was made a requirement for students requesting schedule changes. The resulting number of cases analyzed was 2,227, representing a decline of 1,873 from the number of schedule changes in the fall semester. The overwhelming majority of changes, 85.4 percent, involved adding courses. Most course withdrawals, on the other hand, appear to be initiated by faculty members. Over 25 percent of the requests involved a shift from one section of a course to another. Twenty percent of the respondents listed "inconvenient time" as their reason for initiating a change. This was the most frequently mentioned reason. However, many respondents said that they were unable to register for the courses they wanted during the initial registration period. In fact, 25 percent of all the students changing had registered late in the initial registration period. However, since 17 percent of the changes were initiated by students registering on the first day possible, insufficient or inadequate advisement evidently is also a factor in producing schedule changes. Demographic information on the survey population is provided; data are tabulated; and the survey instrument is appended. (NHM)

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AN INQUIRY INTO THE FACTORS UNDERLYING CLASS SCHEDULE CHANGES

William A. Broadbent

August 1975

Office of Institutional Research
Leeward Community College
University of Hawaii
96-045 Ala Ike
Pearl City, Hawaii 96782

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INTRODUCTION

Early in the fall of 1974 it became apparent that the high rate of postregistration class schedule changes was continuing. By October 8, 1974, 4,100 class changes had taken place. With a headcount enrollment of 5,678, the data suggested that a substantial number of all original student class schedules had required alteration and adjustment. In many cases a single request involved more than one change in the individual student's schedule.

Although the class changes were successfully accommodated by the Registrar's Office, they continued to pose a problem in at least three respects. First, the numerous class schedule changes, particularly in the first three weeks of the semester, consumed an inordinate amount of time for the students, the faculty, and the administrative staff.

Second, the numerous changes that took place during the first three weeks of school were and are very disruptive to the instructional program. An instructor may see the composition of one or more of his classes change markedly during this critical period. Such flux makes instructional planning more difficult and is likely to distort the curriculum. For late starting students, much of the material involved in the course is lost forever. If the course involves the acquisition of skills in a cumulative fashion, the student's late entry may result in an inability to ever catch up. In other situations it may require the instructor to repeat the presentation of information that is highly redundant for the rest of the class.

Third, the acceptance of a perennially high incidence of postregistration class changes tends to undermine the registration process itself. If a student accepts the probability of making one or more schedule adjustments after registration, he is less likely to plan his initial class schedule carefully. The data to be

discussed subsequently indicate that this is apparently happening in many instances. Such haphazard planning results in a good deal of work and activity which could be avoided.

It should be mentioned that the problem is not unique to Leeward Community College. It appears to be endemic throughout the system. On October 24, 1975 the Community College's Institutional Research Branch reported system-wide data relative to postregistration class schedule changes. Some of these data are reproduced in Appendix A.

Because of the persistent nature of the problem at Leeward, it was decided to refer the matter to the Ad Hoc Committee on Registration. In a series of meetings, several solutions were suggested. However, it was decided that before a solution was imposed, it would be wise to understand the nature of the problem, at which it was directed, more precisely. Possible hypotheses involved such presumptions as (1) the schedule was and is not relevant to student instructional preferences, (2) counselors were and are failing to advise students into open and/or appropriate sections, and (3) students were and are consicously subverting the schedule in such a manner as to minimize the time they spend on campus during the regular term.

It was decided to study the problem during the spring semester of 1975. In order to do this, comprehensive data on all adds, drops, and combinations thereof were collected during this semester.

The Office of Institutional Research was requested to prepare a plan to investigate the problem and to develop a survey instrument.

METHODOLOGY

It was determined that the most appropriate point to gather information, dealing with possible reasons for student class schedule changes, was at the time that such requests were made. Students would be given a questionnaire to complete at the time they solicited a "Student Request to Add, Drop, and Section Change Form." This necessary form would not be accepted unless the accompanying questionnaire was completed. Clerks would then briefly check the questionnaires, as time and the particular situation permitted, to determine if the instrument had been completed properly. An extensive perusal could not be expected due to the high volume of paperwork processed each day by the Registrar's staff.

The development of the necessary survey instrument involved several steps. Because of the abbreviated timeline involved, no extensive testing of the validity and reliability of items could be undertaken using inductive procedures. It was hoped that a good deal of face validity could be obtained by having successive drafts of the questionnaire referenced against staff members having knowledge of and experience with the problem area. The members of the Ad Hoc Committee on Registration were asked to "brainstorm" the types of information that might be relevant to an understanding of the problem. On the basis of this input, the Director of Institutional Research developed a draft of one possible instument. The Registrar was invited to review the initial draft and make suggestions. His suggestions and views were incorporated in a revised version. This revised version was then presented to the Ad Hoc Committee on Registration for their reaction. Additional oral and written input were obtained. On the basis of the additional information provided, a third revision was prepared. The final version of the instrument is depicted in Appendix B.

A meeting was held with all of the members of the Registrar's staff to discuss procedures and possible problems of administering the questionnaire. Potential difficulties were pinpointed and appropriate solutions suggested. (Refer to Appendix C for memorandum covering the arrangements for administering the instrument.) Appropriate code sheets and data processing program directions were developed and distributed.

The questionnaires were collected by the Office of Institutional Research on a daily basis. Each form was checked for completeness, and clarifications were obtained when possible. The questionnaires were serialized to avoid unintentional duplication. All questionnaires meeting minimum edit criteria were then coded onto program sheets for keypunching. The cutoff date for receipt of all questionnaires to be used in the analysis was designated as being two weeks prior to the end of the semester. A few were received subsequently but were not numerous enough to have had an effect on the findings.

The code sheets were forwarded to the Leeward College Computer Center for keypunching. The resulting number of cases suitable for analysis was 2,227. This represented a decline of 1,873 from the preliminary count of 4,100 class schedule changes taken in the fall semester. This decline occurred in spite of the fact that the enrollment actually increased from 5,678 in the fall to 5,928 in the spring. It is interesting to note that about 1 in 5 of the questionnaires and accompanying class schedule change forms given out were not returned. A good number of students evidently changed their minds.

DATA ANALYSIS

Frequencies and percentages for the various response options including "no response" on each item were computed. Frequencies and percentages for the various response options on each item for those changes made during the first three weeks which involved an "add" and those made subsequent to that initial change period which also involved an "add" were computed.

Chi squares employing "early add" vs. "late add" were computed using the following exploratory variables:

(1) "past history of schedule change" vs. "no past history of schedule change."

(2) "schedule change involving section shift" vs. "schedule change not involving section shift," and

(3) "encountered closed section at registration" vs. "no closed sections encountered at registration."

As has been implied, two of the major analytical foci involved the time the schedule was made and whether the adjustment involved an "add." The first variable was considered important in that changes made during the first three weeks of the term are considered legitimate. However, those made after three weeks, particularly if they involve an "add," are considered clearly representative of poor planning and/or indicative of personal difficulties. Theoretically, it is not possible to add a regular course after three weeks. However, this does occasionally occur and, when it does, is justified as meeting some unusual student need. Eighty-five percent of the changes were made during the first three weeks.

Whether or not the schedule change involved an "add" was also felt to be important. "Adds," particularly as they occur later in the semester, are more disruptive

and more annoying with regards to record keeping. They also tend to indicate that a problem exists somewhere in scheduling, advisement, and/or the registration process itself. It is somewhat disturbing to note that 278 class changes involving one or more "adds" occurred after the third week of instruction.

FINDINGS

One purpose of the research was to identify the characteristics of those who required postregistration class schedule changes. Among the entire study population, men made more class changes than women. About 56.4% of those making changes were men (refer to Table 1).* When the population was analyzed by the time at which they made the changes, and with all of those without one or more "adds" excluded, there was only a minor variation in the profile. Fifty-seven percent of the early changes were initiated by men and 56.8% of those making late class adjustments were of male gender (refer to Table 2).

A breakdown was also made relative to the respondent's status in terms of class standing. For the entire study population, "second semester freshmen" led the way by requesting 39.6% of all the changes made (refer to Table 3). Among those with "adds," they also were responsible for 39.4% of the early changes and 44.2% of the late changes (refer to Table 4). First semester freshmen made up the second largest group in the total number of changes. The same was true among early changes with "adds." First semester freshmen were responsible for 19.5% of the total number of changes and 20.4% of the early changes that included one or more "adds." However, among the late changes, the second largest number of respondents marked "other" for the school class. Those making fewest changes were the first semester sophomores both for the total group and subgroups excluding "non-adds." First semester sophomores were responsible for only 141 changes for a total of 7.4% of all of those made.

It was thought worthwhile to see if the time a student registered was associated with his tendency to make subsequent class schedule changes. The pattern observed here was most interesting. For all class changes considered together, two

*It is important to note that in the spring of 1975 men comprised 61% of the student body (CC-IRP-77).

TABLE 1

SUMMARY OF STUDENTS
RELATIVE TO SEX CHARACTERISTIC

Sex	N	Percent
Male	1,256	56.4
Female	969	43.5
Invalid Response	1	0.0
Total	2,227	100.0

TABLE 2

SUMMARY OF STUDENTS
RELATIVE TO SEX CHARACTERISTIC
BY TIME OF CLASS SCHEDULE
CHANGE

Sex Characteristic		Early Class Schedule Change	Late Class Schedule Change	Row Total
Male	N	932	158	1,090
	%	57.3	56.8	57.2
Female	N	694	120	814
	%	42.7	43.2	42.8
Column Total	N	1,626	278	1,904
	H%	85.4	14.6	100.0

Note: This summary does not include class changes which did not involve one or more "adds."

TABLE 3

SUMMARY OF STUDENTS
BY CLASS STANDING

Class	N	Percent
First Semester Freshman	429	19.3
Second Semester Freshman	881	39.6
First Semester Sophomore	168	7.5
Second Semester Sophomore	275	12.3
Other	369	16.6
No Response	105	4.7
Total	2,227	100.0

TABLE 4

SUMMARY OF STUDENTS
BY CLASS MAKING EARLY
AND LATE CLASS SCHEDULE
CHANGES

Class		Early Class Schedule Change	Late Class Schedule Change	Row Total
First Semester Freshman	N	331	41	372
	%	20.4	14.7	19.5
Second Semester Freshman	N	640	123	763
	%	39.4	44.2	40.1
First Semester Sophomore	N	121	20	141
	%	7.4	7.2	7.4
Second Semester Sophomore	N	192	36	228
	%	11.8	12.9	12.0
Other	N	259	48	307
	%	15.9	17.3	16.1
No Response	N	83	10	93
	%	5.1	3.6	4.9
Column Total	N	1,626	278	1,904
	H%	85.4	14.6	100.0

Note: This summary does not include class changes which did not involve one or more "adds."

clusters emerged. The largest single group of changes were made by students who had registered during the daytime on Wednesday. There were 557 of those cases. This constituted 25.0% of the entire number (refer to Table 5).

Such a result would seem reasonable because Wednesday was comparatively late in the registration week. Despite the fact that two days and one evening of registration had already taken place, the volume going through the lines was still high. No doubt a good number of people going through the lines on Wednesday found many of the classes they wanted already closed. Many appeared to have decided to take what they could get and hope to reorganize their schedules after classes actually began.

When early and late changes with "adds" were analyzed separately, the pattern was the same (refer to Table 6). Those registering during the day on Wednesday made both more early and late changes than those registering during any other time segment.

However, what was of particular interest was the fact that the second largest number of changes was initiated by those registering during the daytime on Monday. Those registering on this, the first day of registration, accounted for 18.8% of the total changes. Those adding one or more courses, who registered during the day on Monday, were responsible for 16.0% of the early changes and 19.8% of the late changes. Those people who had first pick of the courses accounted for 315 schedule changes involving "adds." In other words, a substantial number of students, who had excellent opportunity to select an ideal schedule felt it necessary to modify their schedule of courses once the semester had started.

TABLE 5

SUMMARY OF STUDENTS
BY TIME OF INITIAL REGISTRATION

Time Registered	N	Percent
Late Registration	111	5.0
Monday - Day	419	18.8
Monday - Evening	212	9.5
Tuesday	381	17.1
Wednesday - Day	557	25.0
Wednesday - Evening	174	7.8
Thursday	93	4.2
Friday	177	7.9
No Response	101	4.5
Invalid Response	2	0.1
Total	2,227	100.0

Note: The Registrar's Office keeps an informal tally of those registering each day. Because of various legitimate factors, the total tally figure does not agree with the machine computed figure for total registrants. The data are useful but are used cautiously. However, it is worthwhile to note that about 27% of all those registering did so during the day on Monday. About 20% registered on Wednesday during the day.

TABLE 6

SUMMARY OF STUDENTS
BY DATE OF INITIAL REGISTRATION
MAKING EARLY AND LATE CLASS
SCHEDULE CHANGES

When Registered		Early Class Schedule Change	Late Class Schedule Change	Row Total
Late Registration	N	80	14	94
	%	4.9	5.0	4.9
Monday - Day	N	260	55	315
	%	16.0	19.8	16.6
Monday - Evening	N	167	16	183
	%	10.3	5.8	9.6
Tuesday	N	256	60	316
	%	15.8	21.6	16.6
Wednesday - Day	N	442	69	511
	%	27.2	24.8	26.9
Wednesday - Evening	N	143	8	151
	%	8.8	2.9	7.9
Thursday	N	79	9	88
	%	4.9	3.2	4.6
Friday	N	129	32	161
	%	7.9	11.5	8.5
No Response	N	69	15	84
	%	4.2	5.4	4.4
Column Total	N	1,625	278	1,903
	H%	85.4	14.6	100.0

Note: This summary does not inlcude class changes which did not involve one or more "adds."

The largest number of class changes in absolute terms was initiated by students reporting Liberal Arts majors. This group was responsible for 1,171 adjustments, or 52.6% of the total (refer to Table 7). However, the incidence of class schedule changes was proportionally less among this group than other majors relative to the total number of contact hours they contributed. Liberal Arts majors account for approximately 75% of the student contact hours at Leeward*.

The next largest group of changes, among those declaring a major, was found in Business Education. Their 327 changes accounted for 14.7% of the total. This was roughly proportionate to student contact hours for Business Education. The "other" and "unclassified" categories also accounted for substantial contributions to the total. If we were to conclude that those marking "other" were really "unclassified," this group contributed 21.7% of all changes.

The pattern was not substantially different when only those changes involving "adds" were considered. In this analysis, 53.0% proved to be Liberal Arts and 15.0% were Business Education (refer to Table 8). There was some variation of note between early and late class schedule changes on this criterion. In summary, given their proportionate relationship to the total student population, "vocational-technical," "unclassified," and those responding as being "other" tended to be responsible for the highest number of postregistration class schedule changes.

It was considered worthwhile to identify the students making class changes who were receiving financial assistance. Almost 1 out of 3 of the class changes involved persons receiving Veteran's benefits (refer to Table 9). Veterans made up about 31% of the student body in the spring of 1975. Nearly 40% of the class schedule changes involved students receiving some kind of benefits.

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* Refer to Table Id of CC-IRP 72.

TABLE 7

SUMMARY OF STUDENTS
BY MAJOR

Major	N	Percent
Liberal Arts	1,171	52.6
Business Education	327	14.7
Automotive Technology	37	1.7
Food Service	13	0.6
Library Technician	16	0.7
Recreational Instructor Program	67	3.0
Drafting Technology	30	1.3
Marine Technology	54	2.4
Unclassified	155	7.0
Other	328	14.7
No Response	29	1.3
Total	2,227	100.0

TABLE 8

SUMMARY OF STUDENTS
BY MAJOR MAKING EARLY
AND LATE CLASS SCHEDULE
CHANGES

Major		Early Class Schedule Change	Late Class Schedule Change	Row Total
Liberal Arts	N	858	151	1,009
	%	52.8	54.3	53.0
Business Education	N	254	32	286
	%	15.6	11.5	15.0
Automotive Technology	N	25	5	30
	%	1.5	1.8	1.6
Food Service	N	8	1	9
	%	0.5	0.4	0.5
Library Technician	N	14	2	16
	%	0.9	0.7	0.8
Recreational Instructor Program	N	50	8	58
	%	3.1	2.9	3.0
Drafting Technology	N	17	7	24
	%	1.0	2.5	1.3
Marine Technology	N	27	14	41
	%	1.7	5.0	2.2
Unclassified	N	107	21	128
	%	6.6	7.6	6.7
Other	N	243	35	278
	%	14.9	12.6	14.6
No Response	N	23	2	25
	%	1.4	0.7	1.3
Column Total	N	1,626	278	1,904
	H%	85.4	14.6	100.0

Note: This summary does not include class changes which did not involve one or more "adds."

TABLE 9

SUMMARY OF STUDENTS
BY TYPE OF FINANCIAL
ASSISTANCE IF ANY

Nature of Benefits	N	Percent
Veterans	701	31.5
Other Leeward Community College Benefits	72	3.2
Other Benefits	103	4.6
No Benefits	1,325	59.5
No Response	26	1.2
Total	2,227	100.0

The fact that a proportionate number of the class schedule changes with "adds" involved veterans was of interest. Fears that large numbers of veterans were simply withdrawing from school after registering and obtaining benefits seem to be largely dispelled by these data. Thirty-three percent of the class schedule changes made by those involving "adds" were initiated by veterans (refer to Table 10). However, 69 of the class schedule changes made by veterans occurred after the first three weeks of instruction.

The data regarding the nature of the class schedule changes were intriguing. Those familiar with community colleges are cognizant of the fact that classes are far more sparsely attended at the end of a semester than at its beginning. One could assume that in the interval a large number of "student initiated" withdrawals are processed. Such is not the case, at least, at Leeward. Evidently, the large number of drops and "W" grades are initiated by the faculty. Only 10.1% of the class schedule changes were for the purpose of "drop(s)" only (refer to Table 11). Almost one in three were for the purpose of adding courses. This could suggest that the class schedule as it appears at registration is something less than satisfying to students. About one-half of the changes involved a combination of "adds" and "drops."

Somewhat reassuring was the fact that the largest number of class schedule changes involved only "one" change (refer to Table 12). Forty-one percent of the class schedule changes involved a request for only one change. Twenty-three percent involved requests for two changes. However, there were 132 requests for 4 changes, 49 for 5, and 26 for 6 different class adjustments. There were also requests for 6, 7, 8, and even 9 different class changes included on a single request form. Any request for a class schedule change involving 4 or more adjustments might be considered a reregistration.

TABLE 10

SUMMARY OF STUDENTS
RELATIVE TO FINANCIAL AIDS
ASSISTANCE BY TIME OF CLASS
SCHEDULE CHANGE

Benefits		Early Class Schedule Change	Late Class Schedule Change	Row Total
Veterans' Benefits	N	562	69	631
	%	34.6	24.8	33.1
Other LCC Benefits	N	51	9	60
	%	3.1	3.2	3.2
Other	N	70	18	88
	%	4.3	6.5	4.6
No Benefits	N	925	178	1,103
	%	56.9	64.0	57.9
No Response	N	18	4	22
	%	1.1	1.4	1.2
Column Total	N	1,626	278	1,904
	H%	85.4	14.6	100.0

Note: This table does not include class changes which did not involve one or more "adds."

TABLE 11

SUMMARY OF STUDENTS
BY TYPE OF SCHEDULE CHANGE

Nature of Change	N	Percent
Add(s)	768	34.5
Drop(s)	224	10.1
Combination	1,136	51.1
No Response	99	4.3
Total	2,227	100.0

TABLE 12

NUMBER OF SCHEDULE CHANGES
INITIATED BY THOSE
REQUESTING ADJUSTMENTS

Number of Changes	N	Percent
One	915	41.1
Two	517	23.2
Three	246	11.0
Four	132	5.9
Five	49	2.2
Six	26	1.2
Seven	16	0.7
Eight	5	0.2
Nine or More	1	0.0
No Response	320	14.3
Total	2,227	100.0

Thirty-eight percent of those making class schedule changes had done so sometime before in their history at Leeward (refer to Table 13). About the same percentage had not had recourse to such action previously. About twenty-three percent of the students initiating changes had not attended Leeward previously. The patterns of response for those making "adds" when analyzed separately were not dissimilar (refer to Table 14). The chi square value was not considered statistically significant (refer to Table 15).

It was considered important to identify the pattern of class change. The single most frequent type of change involved shifting from one day class to another. Thirty-seven percent of those responding to the questionnaire reported that this was the particular nature of their request for schedule adjustment (refer to Table 16). Twenty-four percent of the students, when making a change request, reported that they were "adding" a day course. Of those "adding" at least one or more courses, 40.2% were making a "day to day" shift and 28.2% were "adding a day" (refer to Table 17).

Particular attention was directed at determining what percentage of class schedule changes involved a shift from one section of the same course or class to another. Such shifts rarely change the quality of the individual student's instructional program. They are usually undertaken to improve the convenience of the student's schedule. More than one in four postregistration class schedule changes were of this nature (refer to Table 18). Over 67.7% of the respondents were willing to attest that their class schedule change did not involve a shift from one section to another. Virtually the same percentages resulted when the "adds" were computed separately (refer to Table 19). The chi square analysis indicated no significant difference relative to the relationship of time of change to type of change (refer to Table 20). Students may be waiting for normal attrition to open up seating in sections that meet at times more convenient for their purposes.

TABLE 13

SUMMARY OF STUDENTS
BY PAST HISTORY OF
CLASS SCHEDULE CHANGES

History of Changes	N	Percent
Previous Record of Changes	849	38.1
No Previous Record of Changes	788	35.4
New Leeward Student	517	23.2
No Response	73	3.3
Total	2,227	100.0

TABLE 14

SUMMARY OF STUDENTS RELATIVE
TO THEIR PAST HISTORY OF CLASS CHANGES
BY TIME OF CLASS CHANGE

Past Change		Early Class Schedule Change	Late Class Schedule Change	Row Total
History of Previous Changes	N	616	122	738
	%	37.9	43.9	38.8
No Previous Changes	N	555	106	661
	%	34.1	38.1	34.7
Didn't Attend Leeward Previously	N	416	40	456
	%	25.6	14.4	23.9
No Response	N	39	10	49
	%	2.4	3.6	2.6
Column Total	N	1,626	278	1,904
	H %	85.4	14.6	100.0

Note: This table does not include class changes which did not involve one or more "adds."

TABLE 15

CHI SQUARE ANALYSIS OF
EARLY AND LATE CLASS SCHEDULE
CHANGE OF STUDENTS WITH AND
WITHOUT A PREVIOUS HISTORY OF
SUCH ADJUSTMENT

Time of Schedule Change	History of Previous Adjustment	No Previous Adjustment	Row Total
Early Change	616	555	1,171
Late Change	122	106	228
Column	738	661	1,399
H%	52.8	47.2	100.0

Corrected Chi Square = 0.03157 Significance = 0.8590
Number of Cases Deleted Through Edit = 507

Note: Only those data involving "adds" were included in this analysis.

TABLE 16

NATURE OF CLASS
SCHEDULE CHANGE

Type of Change	N	Percent
Day to Night	73	3.3
Night to Day	42	1.9
Day to Day	824	37.0
Night to Night	189	8.5
Dropping a Day	218	9.8
Dropping a Night	45	2.0
Adding a Day	553	24.8
Adding a Night	171	7.7
Reinstated	102	4.6
No Response	10	0.4
Total	2,227	100.0

TABLE 17

SUMMARY OF STUDENTS
RELATIVE TO THEIR TYPE OF CHANGE
BY TIME OF CLASS CHANGE

Type of Change		Early Class Schedule Change	Late Class Schedule Change	Row Total
Day to Night	N	54	15	69
	%	3.3	5.4	3.6
Night to Day	N	29	7	36
	%	1.8	2.5	1.9
Day to Day	N	645	120	765
	%	39.7	43.2	40.2
Night to Night	N	165	11	176
	%	10.1	4.0	9.2
Dropping a Day	N	51	12	63
	%	3.1	4.3	3.3
Dropping a Night	N	12	4	16
	%	0.7	1.4	0.8
Adding a Day	N	454	82	536
	%	27.9	29.5	28.2
Adding a Night	N	155	15	170
	%	9.5	5.4	8.9
Reinstatement	N	56	12	68
	%	3.4	4.3	3.6
No Response	N	5	0	5
	%	0.3	0.0	0.3
Column Total	N	1,626	278	1,904
	H%	85.4	14.6	100.0

TABLE 18

CLASS SCHEDULE CHANGES
THAT INVOLVED A SHIFT FROM ONE
SECTION OF A COURSE TO ANOTHER

Section Shift	N	Percent
Change Involves Section Shift	586	26.3
Doesn't Involve Section Shift	1,507	67.7
No Response	134	6.0
Total	2,227	100.0

TABLE 19

SUMMARY OF STUDENTS
RELATIVE TO SECTION CHANGE
BY TIME OF CHANGE

Section Change		Early Class Schedule Change	Late Class Schedule Change	Row Total
Section Shift	N	425	79	504
	%	26.1	28.4	26.5
Other Than Section Shift	N	1,113	184	1,297
	%	68.5	66.2	68.1
No Response	N	88	15	103
	%	5.4	5.4	5.4
Column Total	N	1,626	278	1,904
	H%	85.4	14.6	100.0

Note: This table does not include class changes which did not involve one or more "adds."

TABLE 20

CHI SQUARE ANALYSIS OF
EARLY AND LATE CLASS SCHEDULE
CHANGES OF STUDENTS MAKING SECTION
ADJUSTMENTS AND THOSE MAKING OTHER
TYPES OF ADJUSTMENTS

Time of Schedule Change	Section Change	Course Change	Row Total
Early Change	425	1,113	1,538
Late Change	79	184	263
Column	504	1,297	1,801
HZ	28.0	72.0	100.0

Corrected Chi Square = 0.53065 Significance = 0.4663
Number of Cases Deleted Through Edit = 105

Note: Only those data involving "adds" were included in this analysis.

Courses listed below the 100 level are not usually considered part of the transfer curriculum. However, many students are counseled into developmental skills courses, below the 100 level. This advisement is done on the basis of their diagnostic test scores. Those requesting a change in class schedule were asked if the adjustment would result in course level shift. Thirty-six percent reported that the class change would be at the same level (refer to Table 21). However, 9.1% indicated that they were upgrading the course level.

The tendency for those respondents "adding" courses was generally the same. However, among the late class schedule changes, 43.0% of the respondents reported that the level was the same (refer to Table 22). There does not appear to be a good deal of upgrading or downgrading of class schedules in terms of difficulty after registration. Students evidently enter registration with a fairly good perception of their actual skill level and educational preparation.

When students did make class changes, it tended to move them from part-time status to full-time status. Almost 21% of the class schedule changes moved in this direction (refer to Table 23). Only 7.9% of the changes moved the student from full-time to part-time status. About the same number of changes resulted in "overload." Only 2.1% of the students initiating changes resulted in their withdrawal from school. Once again, "dropping" and withdrawal from school appears to be an instructor-initiated process. When students leave school, they rarely observe the available formalities.

Over 55% of the total respondents reported that their class schedule change was associated with an encounter with "closed out" courses or sections during the formal registration process (refer to Table 24). This involved 1,230 changes by students who refused to be dismayed by the "closed class" status of a section they desired. The tenacity of students in ignoring closed class conditions is supported

TABLE 21

CLASS SCHEDULE CHANGES
INVOLVING AN ADJUSTMENT
IN THE COURSE LEVEL

Direction of Shift	N	Percent
Below 100 Level To Above	202	9.1
Above 100 Level To Below	175	7.9
Shift At Same Level	816	36.6
No Response	1,029	46.2
Invalid Response	5	0.2
Total	2,227	100.0

TABLE 22

SUMMARY OF STUDENTS
RELATIVE TO CLASS LEVEL SHIFT
BY TIME OF CHANGE

Level of Change		Early Class Schedule Change	Late Class Schedule Change	Row Total
Shift to 100 Level	N	166	29	195
	%	10.2	10.5	10.3
Shift to Below 100 Level	N	136	27	163
	%	8.4	9.7	8.6
Level the Same	N	636	119	755
	%	39.2	43.0	39.7
No Response	N	685	102	787
	%	42.2	36.8	41.4
Column Total	N	1,623	277	1,900
	H %	85.4	14.6	100.0

Note: This table does not include class changes which did not involve one or more "adds."

TABLE 23

SIGNIFICANCE OF CLASS
SCHEDULE CHANGE IN STUDENT
ENROLLMENT STATUS

Impact of Change	N	Percent
Part-Time to Full-Time	463	20.8
Full-Time to Part-Time	176	7.9
Result in Overload	173	7.8
Result in Withdrawal	46	2.1
No Response	1,369	61.5
Total	2,227	100.0

TABLE 24

CHANGE DUE TO "CLOSED OUT"
STATUS OF DESIRED SECTION
DURING REGULAR REGISTRATION

Problems in Registration	N	Percent
Desired Section Closed Out	1,230	55.2
Closed Out Section Not a Factor	465	20.9
Not Adding a Class	227	10.2
No Response	303	13.6
Invalid Response	2	0.1
Total	2,227	100.0

by the fact that 163 such changes were made after the final add period has elapsed. However, changes that are initiated by students which encountered a closed section during registration were significantly associated with the early change period (refer to Tables 25 and 26).

Students seem disinclined to accept information they receive during registration as having a high degree of finality. They clearly operate on the assumption that an apparently closed section is not necessarily closed for all time. It is assumed by many that you can still register in the course you want at the time you desire if you have sufficient patience and forbearance.

When the students were asked as to the reason for their course change, "inconvenient time" was listed as the most popular explanation. This reason was given in 520 instances (refer to Table 27). It accounted for 23.3% of all responses. Among the "adds" only, it was listed in 23.1% of the responses (refer to Table 28). Very few people admitted to "personal problems" or "inadequate prerequisites." However, for the study population as a whole, 228 reported that one or more courses were simply "not relevant." Among late schedule changes involving "adds" this accounted for 35 requests for schedule adjustment.

Among those answering in the "other" category, 33 claimed that the course they wanted was closed during registration (refer to Table 29). The next largest number, 31, claimed that "work" required an adjustment in their schedule. These responses could be accurately recoded as "inconvenient time." The same could be said of the "time conflict - scheduling" responses. Twenty-six respondents claimed that this was their particular problem. Twenty-three class schedule changes had comments to the effect that the student had made an error. Twelve class schedule changes were attributed to the fact that the student had already

TABLE 25

SUMMARY OF STUDENTS RELATIVE
TO PART-TIME/FULL-TIME SHIFT
BY TIME OF CLASS SCHEDULE CHANGE

Unit Change		Early Class Schedule Change	Late Class Schedule Change	Row Total
Part-Time to Full-Time	N	379	69	448
	%	23.3	24.8	23.5
Full-Time to Part-Time	N	91	22	113
	%	5.6	7.9	5.9
Overload	N	143	25	168
	%	8.8	9.0	8.8
Withdrawal	N	24	3	27
	%	1.5	1.1	1.4
No Response	N	989	159	1,148
	%	60.8	57.2	60.3
Column Total	N	1,626	278	1,904
	H%	85.4	14.6	100.0

Note: This table does not include class changes which did not involve one or more "adds."

TABLE 26

CHI SQUARE ANALYSIS OF
EARLY AND LATE CLASS SCHEDULE
CHANGES OF STUDENTS ENCOUNTERING
CLOSED SECTIONS AND THOSE THAT DID NOT

Time of Schedule Change	Encountered Closed Sections	Didn't Encounter Closed Sections	Row Total
Early Change	1,038	352	1,390
Late Change	163	79	242
Column	1,201	431	1,632
H%	73.6	26.4	100.0

Corrected Chi Square = 5.31359 Significance = 0.0212
Number of Cases Deleted Through Edit = 274

Note: Only those data involving "adds" were included in this analysis.

TABLE 27

REASON FOR CLASS
SCHEDULE CHANGE

Reason for Change	N	Percent
Inconvenient Time	520	23.3
Too Many Units	49	2.2
Didn't Have Prerequisites	121	5.4
Poor Instruction	42	1.9
Course Not Relevant	255	11.5
Personal Problems	83	3.7
Poor Text	5	0.2
Illness	239	10.7
Other	913	41.0
Total	2,227	100.0

TABLE 28

SUMMARY OF STUDENTS
RELATIVE TO REASON GIVEN
FOR CHANGE BY TIME
OF CLASS SCHEDULE
CHANGE

Reason for Change		Early Class Schedule Change	Late Class Schedule Change	Row Total
Inconvenient Time	N	378	62	440
	%	23.2	22.3	23.1
Too Many Units	N	16	2	18
	%	1.0	0.7	0.9
Lacked Prerequisites	N	90	15	105
	%	5.5	5.4	5.5
Poor Instruction	N	25	9	34
	%	1.5	3.2	1.8
Not Relevant	N	193	35	228
	%	11.9	12.6	12.0
Personal Problems	N	43	6	49
	%	2.6	2.2	2.6
Illness	N	171	23	194
	%	10.5	8.3	10.2
Other	N	710	126	836
	%	43.7	45.3	43.9
Column Total	N	1,626	278	1,904
	%	85.4	14.6	100.0

Note: This table does not include class changes which did not involve one or more "adds."

TABLE 29

"OTHER" REASONS VOLUNTEERED
FOR REQUESTING A
SCHEDULE ADJUSTMENT*

Rank Order	Reason Volunteered	N	%
1.	Miscellaneous	86	29
2.	Closed during registration	33	11
3.	Work	31	11
4.	Time conflict - scheduling	26	9
5.	Too hard	24	8
6.	Error - student's	23	8
7.	Error - administration's	16	5
8.	Already had course	12	4
9.	Course didn't qualify for VA program	11	4
10.	Section change	9	3
11.	Class cancelled or changed after registration	7	2
12.	Time conflict - off campus	6	2
13.	Personal improvement	5	2
14.	Graduation requirements	4	1
15.	Poor instruction	4	1
	Total	297	100

*Refer to Appendix D for a detailed listing of comments.

had the course. One might assume these responses could also be attributed to "student error." In 16 instances the change was reported as being necessary due to an error on the part of the college and in 7 cases the student reported that the class was cancelled or changed after registration.

Clearly the single most important factor involved in class change is the student's desire to adjust his schedule to a more convenient time.

SUMMARY

In the spring of 1975 the high incidence of postregistration class schedule changes persisted. However, there was some decline over the rate generated in the fall of 1974. The incidence of postregistration class schedule changes was not disproportionate to that faced by other community colleges. In other words, the problem is not unique to Leeward Community College.

The overwhelming majority of changes, 85.4%, involved "adds." Most course withdraws appear to be initiated by faculty members. Of those class schedule changes involving adds, almost 15% ocurred after the prescribed three week period of grace. It might be mentioned that many colleges throughout the country have a shorter change period. Instructors cannot readily accommodate 278 late additions to their courses. Only a handfull of these late adds involved late-starting, accelerated courses. It would seem apparent that a good number of students are shifting from one section to another of the same course in order to increase the convenience of their schedules.

The most frequently mentioned reason for initiating a class schedule change, in fact, was "inconvenient time." More than one in five listed this as a reason. Many of the reasons listed as "other" could be interpreted as being indicative of an inconvenient schedule.

A large number of students were unable to get the courses that they desired or required during the initial registration period. Students registering during the third day registration period appear to have been the most frustrated group. They accounted for fully one-fourth of all changes. Over half found the sections they wanted were closed out during the formal registration process. Most students

initiating changes included a combination of "adds" and "drops." Where only one type of change was involved, "adds" were the more frequent type of schedule change. Over 25% involved a shift from one section of a course to another. It is impossible to determine how many shifts in attendance from one section to another were informal and went unreported.

Insufficient or inadequate advisement would appear to be the second most important factor in producing postregistration class schedule changes. Nearly 17% of the changes were initiated by students registering during the first daytime session when virtually any schedule was possible. Students who listed themselves as "unclassified," "undeclared," or indicated no program designation, were responsible for a disproportionate number of class schedule changes.

Appendix A

Recent History of Postregistration Class Changes in Hawaii's Community Colleges

Appendix A

INCIDENCE OF POSTREGISTRATION
STUDENT CLASS SCHEDULE CHANGES FOR
SELECTED INSTRUCTIONAL PERIODS

Community College	Summer 1974	Fall 1974*
Honolulu	126	3,405
Kapiolani	746	3,913
Kauai	33	195
Leeward	298	4,100
Maui	109	1,313
Windward	263	1,185
	1,575	14,111

*As of 10/8/74

Appendix B

Survey Instrument

Appendix B

REQUEST FOR SCHEDULE ADJUSTMENT

It is necessary to complete this form in its entirety before your request for a schedule change can be processed. Your careful attention to all items is most appreciated. Please complete both sides of form.

1. Social Security Number ☐☐☐ ☐☐ ☐☐☐☐

2. Sex: (a) ☐ male (b) ☐ female

3. School class:

(a) ☐ first semester freshman
(b) ☐ second semester freshman
(c) ☐ first semester sophomore
(d) ☐ second semester sophomore
(e) ☐ other

4. When did you register?

(a) ☐ late registration
(b) ☐ Monday - day
(c) ☐ Monday - evening
(d) ☐ Tuesday
(e) ☐ Wednesday - day
(f) ☐ Wednesday - evening
(g) ☐ Thursday
(h) ☐ Friday

5. Major:

(a) ☐ Liberal Arts (transfer program)
(b) ☐ Business Education
(c) ☐ Automotive Technology
(d) ☐ Hospitality Education (Food Service)
(e) ☐ Library Technician
(f) ☐ Recreation Instructor Program
(g) ☐ Drafting Technology
(h) ☐ Marine Technology
(i) ☐ Unclassified
(j) ☐ Other, please specify _____

_____

6. Are you receiving:

(a) ☐ Veterans benefits
(b) ☐ other financial aids from Leeward CC Financial Aids Office.
(c) ☐ other
(d) ☐ none of the above

7. Does your schedule change involve:

(a) ☐ add(s)
(b) ☐ drop(s)
(c) ☐ a combination of add(s) and drop(s)

8. How many individual changes in your schedule do you propose making. Indicate number. ☐

(continued on reverse)

REQUEST FOR SCHEDULE ADJUSTMENT
Side 2

9. In the past, have conditions required that you make class changes after the formal registration process?

(a) ☐ yes (b) ☐ no (c) ☐ Didn't attend Leeward Community College previously.

10. Which of the following patterns of change are applicable to you?

(a) ☐ shifting from a day to a night course(s)

(b) ☐ shifting from a night to a day course(s)

(c) ☐ shifting from one day course(s) to another

(d) ☐ shifting from one night course(s) to another

(e) ☐ dropping n day course(s)

(f) ☐ dropping a night course(s)

(g) ☐ adding a day course(s)

(h) ☐ adding a night course(s)

11. Do you propose shifting from one class section of a course to another?

(a) ☐ yes (b) ☐ no

12. Does your class change request include:

(a) ☐ shifting from a course listed at below the 100 level to one or more above?

(b) ☐ shifting from a course listed at above the 100 level to one or more below?

(c) ☐ shifting courses at the same level as indicated by the numerical designation? (e.g. shifting from a 100 level Psychology course to a 100 level Political Science course.)

13. Will your proposed class change:

(a) ☐ change you from a part-time student (11 units or less) to full-time status?

(b) ☐ move you from a full-time student (12 units or more) to a part-time student?

(c) ☐ move you into an overload (16 units or more)?

(d) ☐ result in your withdrawal from school?

14. If you are adding a class, were the sections you are enrolling in initially closed out at registration?

(a) ☐ yes (b) ☐ no (c) ☐ not adding a class

15. If you are dropping a class, please check one of the following factors which was most important in your decision.

(a) ☐ inconvenient time
(b) ☐ took too many units
(c) ☐ didn't have necessary prerequisites
(d) ☐ poor instruction
(e) ☐ course content not relevant to personal need
(f) ☐ personal problems
(g) ☐ poor text
(h) ☐ illness
(i) ☐ other (please specify) _____

Appendix C

Memorandum Summarizing Arrangements for Data Collection

Appendix C

December 27, 1974

MEMORANDUM

TO: Harold Hayashi

FROM: Bill Broadbent

RE: Arrangement for Collection of Class Change Data

Thank you for making members of your staff available for our Friday meeting. I realize how difficult it is for them to get free, but feel that it was important that they understand the reasons for collecting this information. They also had many good suggestions.

Let me review our understandings. By the afternoon of January 3, I will provide you with the necessary serialized forms. I will also attempt to have three posters for you. They will read as follows:

* IMPORTANT *
Spring 1975 ADD and DROP
cards must be accompanied
by a "Request for Schedule
Adjustment" form (white form)

The girls will require that each ADD or DROP card be accompanied by a questionnaire. They will also briefly check to see that each question has been answered. Any malcontents can be referred to me. Your staff should not have to argue or provide elaborate explanation to any student.

In item #10, the secretary will mark an "R" in front of the item, should the student be seeking re-admission to a class.

My secretary will collect the questionnaires on a daily basis and edit them for keypunch. Data collected for the first three weeks will be analyzed separately from that subsequently collected.

Let me know if my recollections are inaccurate.

WAB:dh

Appendix D

Unedited Comments Offered
By Students Making a Request
For Schedule Adjustment

Appendix D

REQUEST FOR SCHEDULE ADJUSTMENT

1/21/75

Instructor uses grades to threaten.

****

Did not receive spring semester registration schedule.

****

3 days week - waste of gasoline.

****

Course conflicts with another course.

****

Changing to same class-different section.

****

Cancellation of (course) class.

****

Put down wrong section # at registration.

****

Change course.

****

Time overlap other class.

****

Excelated course did not want it.

****

Time runs in complication with Manoa time.

****

Completed course already.

****

1/22/75

There was a change of time on my other class.

****

Someone else registered me in the wrong class.

****

Got better course. ****

Not enough time for outside (of class) studying.

Working part-time.

****

Re-arranging schedule.

****

Obtain preferred course.

****

Too much work.

****

Had to have someone else register for me as I was away from island in Jan.

****

Error in section.

****

Clerical error.

****

Need one major course to graduate.

****

Adding a class to the one I'm dropping.

****

Didn't want to take more than one course this semester.

****

Wrong IBM card.

****

Only changing sect. times.

****

Couldn't take it because VA doesn't approve of class for Liberal Arts.

****

Had already.

****

Did not know that when registering for a lab science both lab time and class time are needed.

****

Had to enroll to complete class with the semester in order to receive credit for course.

****

Change of time due to my new job.

****

Work schedule changed.

****

Course overlaps to next semester Mar. 31.

****

Elective course - not necessary at this time.

****

Starts Feb. 1975.

****

Was told to take any course since the one I wanted was closed.

****

This course is not needed for my major.

****

VA benefits does not cover class for payment.

****

Conflict with Art 101 (same hrs.)

****

Personal need/improvement.

****

1/23/75

Had required text book for other class same course but different sec.

****

I took it last semester.

****

Previously taken course.

****

Sec. change.

****

Must work and course required lots of out of class time.

****

Didn't realize that the class I was going to take, was going to be really hard.

****

Wrote wrong course no. on the receipt.

****

I forgot that I already took it before.

****

Decided on courses more beneficial in the long run.

****

Was not present in classes had young aids.

****

VA will not pay benefits on courses below 100 towards my degree program.

****

Conflict in time.

****

Working 35 hrs. a week quit school because of work and needing money because getting married in a few months.

****

Interfered with schedule for new job.

****

Course scheduled for night was changed to morning class, was not notified of change. (day-time worker)

****

Husband had heart attack cannot keep on my schedule.

****

Was misinformed as to course schedule.

****

Accepted in Acct. 202

****

Class was less than 100 series for my VA.

****

Wanted section 102 instead of (101).

****

To make requirements for VA benefits.

****

1/24/75

Not interested.

****

This class wasn't required of me.

****

Catalog (wrong one) wrong notes.

****

Too much work load.

****

Conflict in time with other course.

****

Made error on date of course. I have three classes on the same night.

****

Install section 202 instead of 203 at time of registration.

****

Time conflicts inevitable.

****

Class cancel.

****

Section change inconvenient time.

****

Class was cancel.

****

Not qualified.

****

I was late to 1st class--got lost and unable to hear instruc. explanation of class. From my opinion I don't need the class--want Human Sexuality instead.

****

Drop and Add

****

Class room over crowded no place to sit.

****

2 class jive at the same time.

****

Too expensive.

****

Made a mistake due to taking Part I and now can't with Part II, will be part of the rest of acc. course.

****

Change of major.

****

Hard to understand teacher ( ) and a little bit too hard for me.

****

Too much of a heavy schedule to handle for this semester.

****

Needed course 100 or above.

****

Mistake in class time.

****

Work in early afternoon.

****

Satisfy graduation requirement.

****

Admin. Error.

****

The time specified on the schedule was P.M. - class is A.M.

****

Time conflict.

****

Would have dropped class because of inconvenient time but enjoyed class on 1st day.

****

I'm in High school sports and I'll have to leave class early every week.

****

Accepted at Registration but only for foreign students.

****

Wanted Logic complete prior to persuasive reading and writing, logic was full at registration.

****

Find that other courses heavier than expected.

****

1/27/75

Can not put in lab time in afternoon's - work daily.

****

Other activity on Monday and Wednesday nights.

****

Work load of job and one class taken up most of my time.

****

Mistakenly signed up for course previously taken.

****

Working during the day.

****

Instructor's not the one I signed up for.

****

Mistake in class schedule.

****

Will take course later but different Economics number from Econ 120 to Econ 101.

****

Did not have correct time on statement office card, so no name on computer.

****

Conflict of times.

****

Cer- was 102 I thought it was 101 will take in Sept.

****

Do not have nes. mus. background.

****

ADMINISTRATION ERROR.

****

Don't want to take it.

****

Teacher dropped me from class.

****

To adjust workload from 8 credit hours to 9.

****

1/28/75

Only related course at time of registration.

****

Decided to take it after registration.

****

Going to challenge it.

****

Want to take Eng. first semester and History.

****

Taken class already.

****

Too hard.

****

Not prepared to participate fully in the course. Hours required are more than anticipated.

****

Courses conflicted with U.H. courses.

****

Section card given was wrong.

****

Decided to find day time job.

****

Upon the instructors request from Span 101 to 201.

****

Conflict of time with other class.

****

Accepted into concurrent course at Manoa after had registered at LCC.

****

Refer to 14. Wanted another class but still wanted to enroll full-time.

****

I already took course 2 semesters ago and want another particular course.

****

1/29/75

Prefer to take course at another time (next fall semester).

****

Somehow I registered unintentionally for the wrong Lit. course.

****

Error on school's advertisement.

****

Needed to register in something all classes I wanted were filled.

****

Had two classes scheduled at same time.

****

Changing time in class.

****

Already took the course.

****

I felt I needed a Math refresher more than Polsci. 215 (Modern China)

****

Time change in course.

****

I don't understand him.

****

Require Refresher Course.

****

Had to arrange class schedule to be available for work. Also took 3 extra units.

****

Cramming.

****

Courses are closed before you register on your appointment day.

****

Was told at registration to pick any course to get in.

****

See item 14.

****

Course (Objective Plan).

****

I just took 2 classes available and had planned to sit on the closed classes.

****

Required for degree.

****

Classes I wanted at registration were all closed so I had to register in some classes.

****

Made a mistake on the registration day.

****

Mistake on requested course and got another.

****

Work on Tues. and Thursdays.

****

None "Biggest same as #14 above reason.

****

Got into an elective which was closed at registration time

****

Confusion in class times

****

Teachers lectures are boring and difficult to understand.

****

Changing time of the same class.

****

Waited for opening in another course.

****

Closed at registration.

****

15 credits at U.H. Manoa plus BAS 121 at Leeward. Result in overload if Eng 100 not dropped.

****

Not applicable to VA benefit.

****

Course below 100 not accepted by DOE for pay incrents classifications.

****

Courses I wanted to take were closed.

****

Typing 17 as advised at registration typing 17 could be taken credit by exam however it has to be registered.

****

To correct course number wasn't at registration and should have been - fault of administration.

****

1/30/75

Too many solid subjects.

****

Not covered under VA.

****

From a 1 credit, I am changing to a 3 credit class that will make better use of my time.

****

Working MWF and classes can't be made.

****

Must work full time.

****

Couldn't afford books.

****

Shift from day classes to night.

****

Teacher changed schedule.

****

Specificially day-care.

****

Personal Requirement to improve Reading prior to heavy subjects.

****

Teachers very uninteresting and hard to understand.

****

Didn't need the credit.

****

Difficulty of course.

****

Took course last semester.

****

Too Accelerated.

****

Overlapping of course.

****

Courses not available at registration.

****

1/31/75

Adequate prereqs but too long ago. Ie. math 132 Hs Algebra prereqs but that was 8 - 10 yrs. previous. Insufficient current experience.

****

Already took A grades.

****

Completed course, but, under a different number.

****

Did not feel that I would improve in that class.

****

Got class time confused.

****

Coincides w/job.

****

Statement of fees indicated sec. of my choice, however my name appeared on another section class list.

****

Instructor recommend to drop.

****

Coincide w/cources at Manoa.

****

Instruction depended heavily on a pre-requisite although <u>not required</u>.

****

Want to take Japenese 101, 102 sequentially, not with a summer gap.

****

Made a mistake at registration by putting wrong time.

****

Took class because class that was needed was closed.

****

Wide span of time.

****

Class was open at registration-(one of very few).

****

Decided I'd like Phil 210 1st choice- if, my drop class had more convenient hours I would not have dropped.

****

Took wrong classes, now in legislature intern program.

****

Work.

****

Change of days due to work.

****

Wrong timing, tried to get in at another time, course is full.

****

Change to another course.

****

Needed other class, more that this one.

****

Most work done outside of class.

****

Change section.

****

I did not want to take an accelerated course in English 100. It was the only section open.

****

I felt that I wasn't ready for the course, yet.

****

Not required.

****

2/3/75

Changed major from Com Sci to Liberal Arts Transfer

****

Decided to take WSI again and learn my strokes better and teach children because I can use teaching kids for my child psychology class.

****

No comment at this time.

****

Just took class becuase there was no other to take at registration.

****

Irregularities in registration.

****

Work.

****

Wanted to take Psy 110 more than Phil 100, but Psy was closed out.

****

Unable to register for needed cources.

****

Better schedule.

****

Courses weren't available at time of registration.

****

Prefered courses closed out before Registered.

****

2/4/75

Picked out until was able to get in class previously closed.

****

VA purposes.

****

Took it be acciendent because not needed for my major requirements.

****

Leave of absance 1 month job is the reason.

****

I just signed up with other courses to make enough credits for a full time student. Courses that I took were not relevant to my personnel needs.

****

Transportation.

****

Time conflict with course I really wanted to take.

****

Correct course number not at registration- had to register for 215 cause 216 wasn't on list of classes but should of been.

****

Cannot attend Mon. thru Fri. classes only Tuesdays and Wed. which will result my missing other days.

****

Started work fulltime as of 17 Jan.

****

Obtained job after.

****

2/5/75

Job schedule.

****

Need Acc. 50, so dropped Hist 151.

****

Being assigned to work night shift. Will not be able to attend evening classes.

****

Working.

****

Needed them only to become registered.

****

Hearing loss-couldn't cope with confusion.

****

Pegnancy.

****

2/6/75

Intruction above my ability.

****

Don't wish to take class at this time.

****

Wanted a class to at least enjoy-will take class dropping at a later time and date.

****

Change in major.

****

Instructor began course at too much of an advanced level.

****

To much homework for a 3 unit course and working 40 hrs. a week.

****

Registered for a course got put into another by error.

****

Subject matter requires me to have more exposure to politics, or Political Sciences.

****

Closed up during registration.

****

Class time change, after registration. Forced to revise schedule because of this.

****

2/7/75

Got job at night so night Trig and late printmaking interfered with job.

****

Did not add when registering late.

****

Just got back from a trip from Guam.

****

Sitting in class to learn without pressures resulting from grades.

****

Teacher was teaching to above average math students of which I am not.

****

Classes filled.

****

Took them only because the courses I wanted were all taken when registered.

****

I require more time to concentrate on sculpture.

****

Missed first week so instructor advised me to drop.

****

Too much homework.

****

2/10/75

Not enough classes in R.I.P. Program.

****

2/11/75

Wasn't interesting to me.

****

Changed job so couldn't make class time.

****

Too hard.

****

Prefered a different class at that hour.

****

Felt trouble with English 100 instructor.

****

2/12/75

Too much work.

****

Section change.

****

Listed wrong class at registration.

****

Mistake- listed wrong class.

****

Schedule conflict.

****

Misunderstanding of counselor during registration.

****

Decided on another course.

****

2/13/75

Also, changing major.

****

Just signed up for it to get into the computer.

****

Dropping to get section I want due to content of class.

****

Below 100.

****

2/14/75

Work.

****

Credit need this course did not have.

****

Working late (0300-0830).

****

More solids needed.

****

Only class available at Registration.

****

2/18/75

Registered last day, didn't have much choice-took anything in sight to get credits.

****

2/19/75

Didn't want that class.

****

Work.

****

Only courses available.

****

2/20/75

Course was only to register that day. All classes I needed were closed out. Therefore, I had to register for something.

****

2/24/75

Little too hard can't remember previous class work.

****

2/27/75

Right now is not the time to take it.

****

3/4/75

Developmental to Acc. full time.

****

3/5/75

301 Psch 112 ended.

****

Class is over picking one up to keep 12 units.

****

3/14/75

Only class available at Registration.

****

3/31/75

No reason for calss registered to pay for credits then add class that was full at registration.

****

Changing from day time class to night class (same class) due to time on job.

****

4/3/75

Taking it again Good Instructor.

****

4/8/75

In an accelarated class because of hospitalization. I didn't finish it so I'm taking it over.

****

4/15/75

Find employment.

****

4/22/75

Putting in more credits so must change credit hours.

****

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